Post-School Outcomes: What's Happening in AZ?

Arizona's 10th Annual Transition Conference

September 20 – 22, 2010

Session Outcomes

- To learn requirements for Indicator 14, post-school outcomes

- To learn about Arizona's data collection & reporting efforts for post-school outcomes

- To learn strategies to facilitate post-school outcomes

NPSO

A national technical assistance & dissemination center funded by the U.S. Department of Education Office of Special Education Programs.

Helping State Education Agencies develop practical, yet rigorous data collection systems to describe the *further education* and *competitive employment* experiences of youth with disabilities as they transition from high school to adult life.

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IDEA Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and *prepare them for further education, employment,* and independent living

IDEA Regulations 300.1(a)

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Reporting

States are required to submit a State Performance Plan (SPP) & Annual Performance Report (APR).

Arizona's SPP/APR is located at: http://www.ade.az.gov/ess/downloads/az-spprev-2010b.pdf

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Federal Requirements

State's plan and performance are based on 20 Part B Indicators

4 Indicators specific to secondary transition:

1. % of youth who graduate
2. % of youth who drop out
13. % of youth with transition components in the IEP
14. % of youth who achieve post-school outcomes

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Critical Relationship

Quality IEPs

Staying in School

Positive post-school outcomes

Graduating

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"Old" Indicator 14

Percent of youth who had IEPs, are no longer in secondary school and who have been:

- competitively employed;
- enrolled in some type of postsecondary school;
- or both

within one year of leaving high school.

Required 1 aggregated percentage & 1 target

Revised Indicator 14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. enrolled in *higher education*;

B. enrolled in *higher education* or *competitively employed*; or

C. enrolled in *higher education* or *in some other postsecondary education or training* or *competitively employed* or *in some other employment*

within one year of leaving high school.

What are the numbers for the measures?

1 = # of respondent leavers enrolled in *"higher education"*

2 = # of respondent leavers in *"competitive employment"*

3 = # of respondent leavers enrolled in *"some other postsecondary education or training"*

4 = # of respondent leavers in *"some other employment"*

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Other Data Variables Needed for Federal Reporting

- ‣ Category of Disability
- ‣ Gender
- ‣ Race/Ethnicity
- ‣ Exit Reason

These demographic/exit data will be extracted from the data PEAs have uploaded to SAIS and will come from the same data "snapshot" used to generate the federally reported Graduation Rate (Indicator 1)

Collecting Post-School Data

- ‣ **Who is included in the data collection?**
- ‣ **What data are collected?**
- ‣ **How are data collected?**
- ‣ **When are data collected?**
- ‣ **Who collects the data?**

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Who is included in the data collection?

Students with IEPs who leave high school:
- with diplomas;
- by aging out; or
- by leaving early/dropping out.

*Note: Exit reasons are extracted from SAIS using student data uploaded by PEAs.

Challenge: finding early leavers

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Overcoming the Challenge

▸ **Collect sources of contact information**
   - ▸ **Accurate**
   - ▸ **Multiple**

▸ **Implement a system to identify leavers at-risk of leaving school early**
   - ▸ **Early Warning Systems**

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How are data collected?

Census v. Sample
- ▸ **36** states Census
- ▸ **22** states Sample **(AZ)**
- ▸ **2** states unspecified
  - ▪ Every district/6 years
  - ▪ ADM > 50K
  - ▪ Representative sample
    - ▪ Disability
    - ▪ Gender
    - ▪ Race/ethnicity
    - ▪ Age
    - ▪ Method of exit

Method of Collecting
- ▸ **44** states survey (phone or mailed) **(AZ)**
- ▸ **10** states used combination
- ▸ **4** states unspecified
- ▸ **2** states used extant database

Challenge: Contacting leavers 1-year out of school

FFY 2007 APRs submitted February 1, 2009

How are PSO data collected and reported by PEAs?

- One year prior to conducting the survey, identified PEAs collect accurate **contact information** on exiting students.

- One year post-student exit, PEAs conduct phone interviews using newly revised PSO Survey protocol and questions.

- Responses are recorded in PSO Survey Application through the ADE common logon.

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The New Arizona PSO Survey Protocol

- Consists of eight questions addressing student engagement since leaving high school in:

  - ○ *Higher Education*
  - ○ *Competitive Employment*
  - ○ *Other Post Secondary Education or Training*
  - ○ *Other Employment*

Challenge: Getting youth to complete the survey

When are PSO data collected by Arizona?

▸ July 1 - September 30

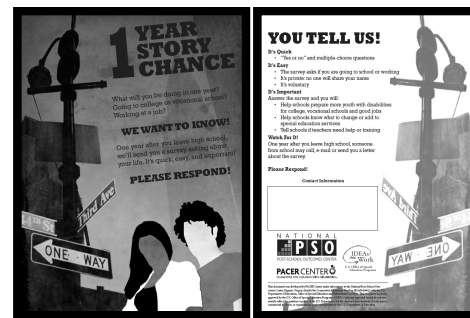▸ When students have been out of school at least one year

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Overcoming the Challenge

- Inform students and families of the survey
  - Parent & Student Flyers
  - One- page Informational Flyer
  - Pacer YouTube Video
- Prepare youth to respond to the questions being asked
  - Teach them to ask for clarification
  - Teach them the vocabulary of the survey
    - *enrolled in any school, job training, or education program*
    - *an entire term*
    - *least minimum wage*
    - What else

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Student Flyer

Available at psocenter.org

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Parent Informational Flyer

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Be a Superstar – Take the Survey – Student
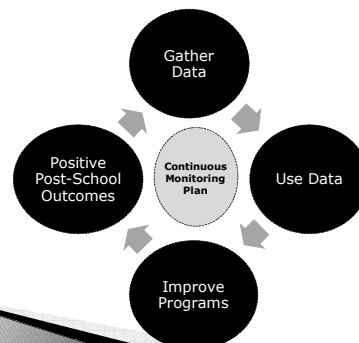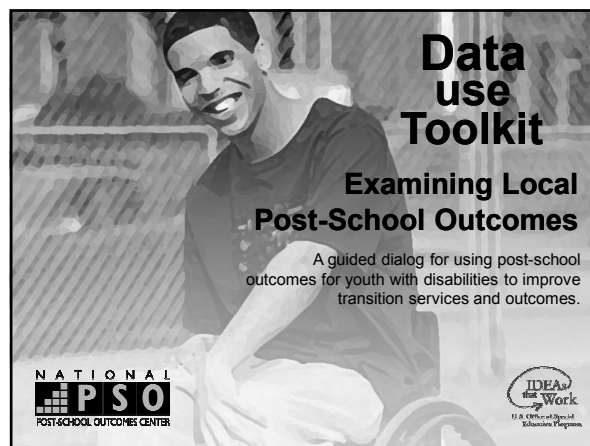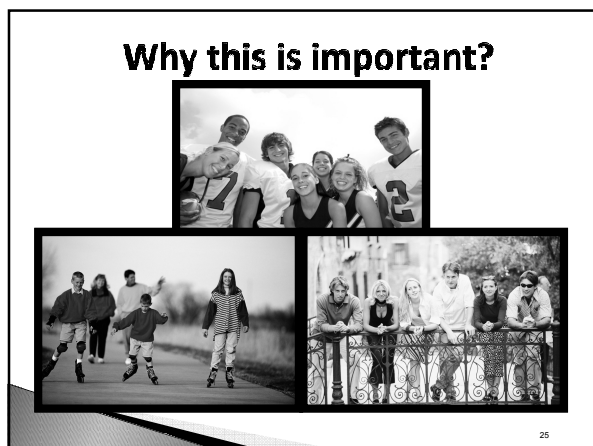

http://www.youtube.com/watch?v=ERtdvLnS9LA

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Arizona uses PSO Data to:

- Report at the national, state, and local levels through the SPP/APR;

- Set rigorous measurable targets to be included in the SPP/APR;

- Guide and improve transition services delivered to transition age youth with disabilities; and

- Engage stakeholders.

Beyond Federal Reporting

Why this is important?

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Data use Toolkit

Examining Local Post-School Outcomes

A guided dialog for using post-school outcomes for youth with disabilities to improve transition services and outcomes.

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IDEAs that Work
U.S. Office of Special Education Programs

What do you want to know about students with disabilities who exited your PEA?

- For example:
  - What percentage of students with an emotional disability enrolled in college within one year of exit?
  - What percentage of females were competitively employed within one year of exit?
  - Are there differences in post school outcomes for students based on race/ethnicity?

Facilitator's Guide

	Time Allotment:	Background information:
	2-3 minutes	Numbers in the chart are place holders. Change the numbers in the graph by doing the following:
		- Right click on a bar in the graph
		- Select "edit data"
		When the Excel spreadsheet opens:
		- Change the numbers you want to change
		- Push the return key on the keyboard
		- Close the spreadsheet
	Materials:	**Facilitator's Notes:**
	Print the chart in color as a handout or leave the chart on the screen while talking about the information. When printed in black and white, there isn't enough contrast between the colors to distinguish differences in the categories.	Explain to the audience how the state defines who to include in the categories of *Other* and *Neither*. For example, *Other* may include youth who are incarcerated or serving in the military. *Neither may* include youth who are not engaged in any positive post-school outcome.

Examining Local PSO

Purpose for Federal Collection & Reporting Requirements:

Four Transition-Related Indicators

Graduation Rates (Indicator 1)

Dropout Rates (Indicator 2)

Transition Planning through Quality IEP goals & services for Transition (Indicator 13)

Post-School Outcomes related to employment and post secondary education (Indicator 14)

A Critical Relationship:

Why are PSO important?

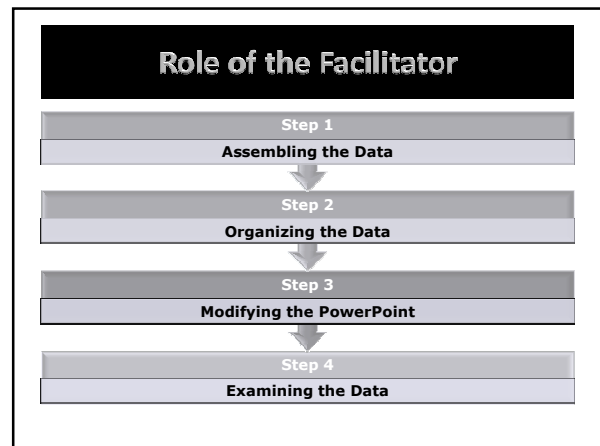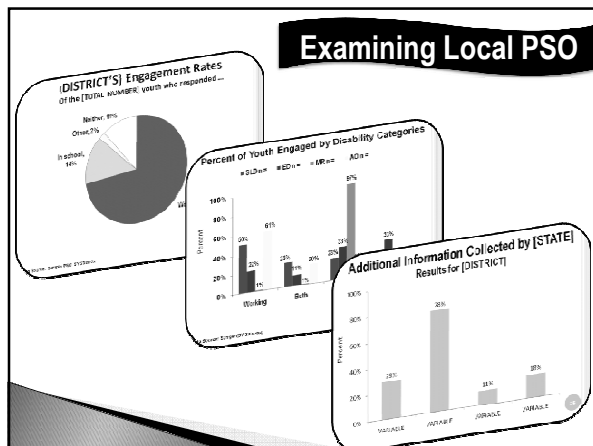**Examining Local PSO**

PSO Data Collection

Each state determines how these data are collected.

- In **[STATE]**, school personnel **[ENTER MONTHS]** using **[METHOD OF DATA COLLECTION, e.g., a mailed survey or interview]**
- Interviews are conducted by **[WHO COLLECTS THE DATA, e.g., a contractor or school personnel]** by **[insert method: phone, mail, web]**.
- Interviews are conducted with youth with disabilities who had an IEP when they left school, including Youth who graduate, age-out, drop out, or those expected to return & did not.

[STATE'S] PSO Data

These data represent youth who left school during the **[200X-XX] school year.**

- Of the **[NUMBER]** who left high school, **[SOME %]** of the leavers contacted responded to the **[SURVEY OR INTERVIEW]**.
- The responders were found to represent **[LIST THE GROUPS FOR WHOM THE RESPONDERS WERE REPRESENTATIVE, i.e., GRADUATES, DROPOUTS, DISABILITY GROUPS, etc.]**
- Of those who responded, **[SOME %]** reported working, going to school or doing both in the one year since leaving high school.

Examining Local PSO

Role of the Facilitator

Step 1
Assembling the Data

Step 2
Organizing the Data

Step 3
Modifying the PowerPoint

Step 4
Examining the Data

Improving Post-School Outcomes

▸ **Keep youth in school**
  ◦ **Build relationships with youth**
  ◦ **Set high expectations and provide support**
  ◦ **Make content meaningful and relevant** (Covington-Smith, 2008)

▸ **Engage youth (and families) in transition planning**
  ◦ **Use age appropriate transition assessments**
  ◦ **Help students set attainable employment and postsecondary school/training goals**

▸ **Prepare youth (and families) for their future**
  ◦ **Teach self-determination & self advocacy skills**
  ◦ **Provide opportunities for students to practice these skills**
  ◦ **Self-Directed IEPs**

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Thinking about your PEA's data

▸ What action do you need to take to improve or maintain the current outcomes?

▸ What policies and/or procedures may be contributing to or hindering outcomes for your students?

▸ What is the relationship between post-school outcomes and your graduation and/or dropout rates?

▸ What further questions do you need and want to ask?

Transition ~

starts when children are very young and…

…continues throughout life.

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Charlotte Alverson, Ph. D.

541.346.1390

calverso@uoregon.edu

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